

# MelodyStage1

## Stage 1 Identify Desired Results

### Establish Goals: (G)

#### Common Core State Standards

**Content Area:** Reading

**Grade Level:** Grade 9-10

**Domain:** Literature

**Standard:** Key Ideas and Details

**Cluster:** RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Standard:** Craft and Structure

**Cluster:** RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone

### ***What understandings are desired?***

#### *Students will understand that: (U)*

- theme emerges and is shaped and refined by specific details in texts.
- words and phrases have many figurative and connotative meanings throughout a text.
- the choice of words and phrases impact meaning and tone.

### ***What essential questions will be considered?***

#### Essential Questions: (Q)

- How is theme determined in a text?
- Why do people interpret the same words and phrases in different ways?
- How does language impact the world around us?

### ***What key knowledge and skills will students acquire as a result of this unit?***


#### *Students will know: (K)*

- Literacy devices: theme, point of view, mood, tone, metaphor, simile, symbols, etc.
- Key factual information: book burning, Nazi laws, various Holocaust facts.
- Characters: Book Thief

#### *Students will be able to: (S)*

- describe various themes throughout texts.
- evaluate various meanings of words and phrases throughout a text.
- use figurative language correctly.
- analyze specific details that refine and shape theme throughout texts.
- consider the impact of their words on the world around them.
- recognize the impact of their word choices (and the choices of others).

## **2004 ASCD and Grant Wiggins and Jay McTighe**

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